PERSONALITY TRAITS, EMOTIONAL INTELLIGENCE, MENTAL WELLBEING AND ACADEMIC PERFORMANCE AMONG UNIVERSITY STUDENTS

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DEDICATION

With the blessing of Allah Almighty, I express immense gratitude to Allah for granting me strength, wisdom, and opportunity to undertake this journey of knowledge. This thesis is dedicated to my beloved parents because without their love, support, and encouragement I'm nothing. They always supported me throughout my academic journey. My best friend Misbah Malik your presence in my life has been a constant source of strength and motivation, your trust and support made this thesis possible. My dearest brother, Mudassir Ali, I am always grateful for your presence, support, love in my life. Lastly, I also dedicate this thesis to myself, acknowledging my unwavering determination and commitment that carried me through the entire process.

ACKNOWLEDGMENTS

In the name of Allah who is most Gracious and Merciful. I begin by expressing my profound gratitude and thanks to the Almighty for granting me the strength, wisdom, and blessings to complete this thesis.

I extend my sincere gratitude to my supervisor, Dr. Urooj Sadique and my co- supervisor Miss Sabiha Dar for their valuable guidance, expertise, and constant support have been pivotal in shaping the outcome of this research. Their mentorship has been a guiding light throughout this journey, and I am deeply indebted for their encouragement and belief in my work.

I am also very thankful to the participants of my study for their cooperation and support, and also thankful to the Heads of departments of universities who gave me permission to collect data from their students. Without their coordination. I may not have been able to complete my thesis successfully.

To my beloved parents, I am forever thankful for your prayers, love, and belief in my abilities. Your unyielding support has been my source of inspiration and determination, and I am truly blessed to have you as my pillars of strength.

I am also grateful to my friends and all class fellows for their support during the challenges of this academic encouragement and positivity have been invaluable in keeping me motivated.

Lastly, I extend my appreciation to all those who have contributed, directly or indirectly, to this thesis. Your support and encouragement have been instrumental in making this endeavor possible.

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LIST OF ABBREVIATIONS

Abbreviations	Full Form
APA	American Psychological Association
SPSS	Statistical Package for the Social Sciences
PT	Personality Traits
EI	Emotional Intelligence
MW	Mental Wellbeing
AP	Academic Performance

LIST OF SYMBOLS

Symbol	Full Form
A	Alpha Cronbach's Index of Internal Consistency
β	Standardized Coefficient
f	Frequency
M	Mean
SD	Standard deviation
%	Percentage
R	Correlation Coefficient

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ABSTRACT

This study explored the impact of personality traits on emotional intelligence (EI), mental wellbeing and academic performance. Additionally, it explored the mediating role of emotional intelligence in relationship between mental well-being and academic performance among university students. The study collected the sample using a correlational research design. The sample comprised male and female student's age range between 18 and 25. Survey research served as the primary research methodology for the analysis, with SPSS Statistics 25 utilized for the statistical analysis. The instruments used in this research were the Big Five Inventory-10 (Rammstedt & John, 2007), Wong and Law Emotional Intelligence Scale (Law & Wong, 2002), the Warwick- Edinburgh Mental Well-being Scale (Tennant et al., 2007) and Academic Performance Scale (Christopher McGregor, 2015). Results of Pearson Correlation demonstrated that personality traits, emotional intelligence, mental wellbeing and academic performance were significantly correlated. Results of Regression Analysis showed that Agreeableness was strong positive predictor of Emotional Intelligence (β=.30, $p<.001$). Neuroticism and openness were strong negative predictors of Emotional Intelligence (β= -.35, $p<.001$; β= -.09, $p<.05$). Extraversion and conscientiousness were not predictor of emotional intelligence (β= -.08, $p>.05$; β= .08, $p>.05$). Furthermore, Agreeableness was strong positive predictor of mental wellbeing (β=.25, $p<.001$). Neuroticism was strong negative predictor of mental wellbeing (β= -.40, $p<.001$). Extraversion, conscientiousness and openness were not predictors of mental wellbeing. Moreover, Agreeableness and conscientiousness were strong positive predictor of academic performance. Neuroticism was strong negative predictor of Academic Performance (β= -.15, $p<.01$). Extraversion and Openness were not predictor of Academic Performance. Results of mediation analysis demonstrated among university students, emotional intelligence had substantial mediating influence (.34%) between

academic performance and mental well-being.

***Keywords**:* Personality Traits, Emotional Intelligence, Mental Wellbeing, Academic Performanc.